

KYAE Common Core Standards PD FY 2012-2013  
**Translating Standards into Curriculum**  
**Course Map**

Handout #1

**Learning Communities Unit 2B**

**Course Goals**

Understand the process for developing a lesson study and a lesson plan

**Course Objectives**

1. Identify the difference among standards, units, lessons, objectives and activities
2. Create a lesson objective
3. Review the process for creating a lesson study and a lesson plan
4. Evaluate a lesson plan
5. Analyze and connect concepts learned

**Activity**

1. Participate in a Circle exercise
2. Write a lesson objective from a unit
3. Observe a video of a lesson being taught and critique the lesson
4. Develop a chart connecting PD concepts

**Timeframe**

Face-to-Face  
October

Work with learning community team to develop, teach, and revise a lesson

- In collaboration with the learning community team,
1. Develop a lesson study and create a lesson
  2. Teach the lesson
  3. Revise the lesson

1. Complete a lesson study and lesson plan template and post on ANGEL
2. Choose one person to teach the lesson while others observe
3. Revise the lesson and post to ANGEL

Four weeks following the October Face-to-Face

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## Template for Lesson Study

Class to be observed: \_\_\_\_\_

Goal of the Lesson Study group:

Unit of instruction:

Name and objectives of the lesson being studied:

Lesson relates to the unit in the following ways:

Lesson relates to the Lesson Study goal in the following ways:

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## Key Characteristics of Effective Lessons

Effective lessons align the *content* of lessons to standards:

- I. Lessons structure content around core ideas or central concepts rather than simply following the order of presentation in the textbook or other resources.
- II. Instructors explicitly communicate goals to students. They identify the knowledge or skills the lesson is trying to foster (e.g., increased accuracy, speed, generalization and application, assembling elements into larger wholes).

Effective lessons align the *cognitive level* of lessons to the standards:

- III. Instructors offer sequences of questions (e.g., closed-ended and factual at first, then open-ended and at higher cognitive levels) to stimulate student thinking and check understanding.

Effective lessons are *relevant* to students:

- IV. Lessons are contextualized and connect to broader goals and objectives; issues of personal relevance to students, with attention to the real needs of adult students; and authentic problems or issues in everyday life.
- V. Instructors emphasize interactive discourse and active learning (e.g., minimizing use of solitary seatwork, extended lectures, or teacher talk). They reinforce instruction with small-group work with clear goals and individual accountability.

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Effective lessons address content in a *coherent sequence of learning*:

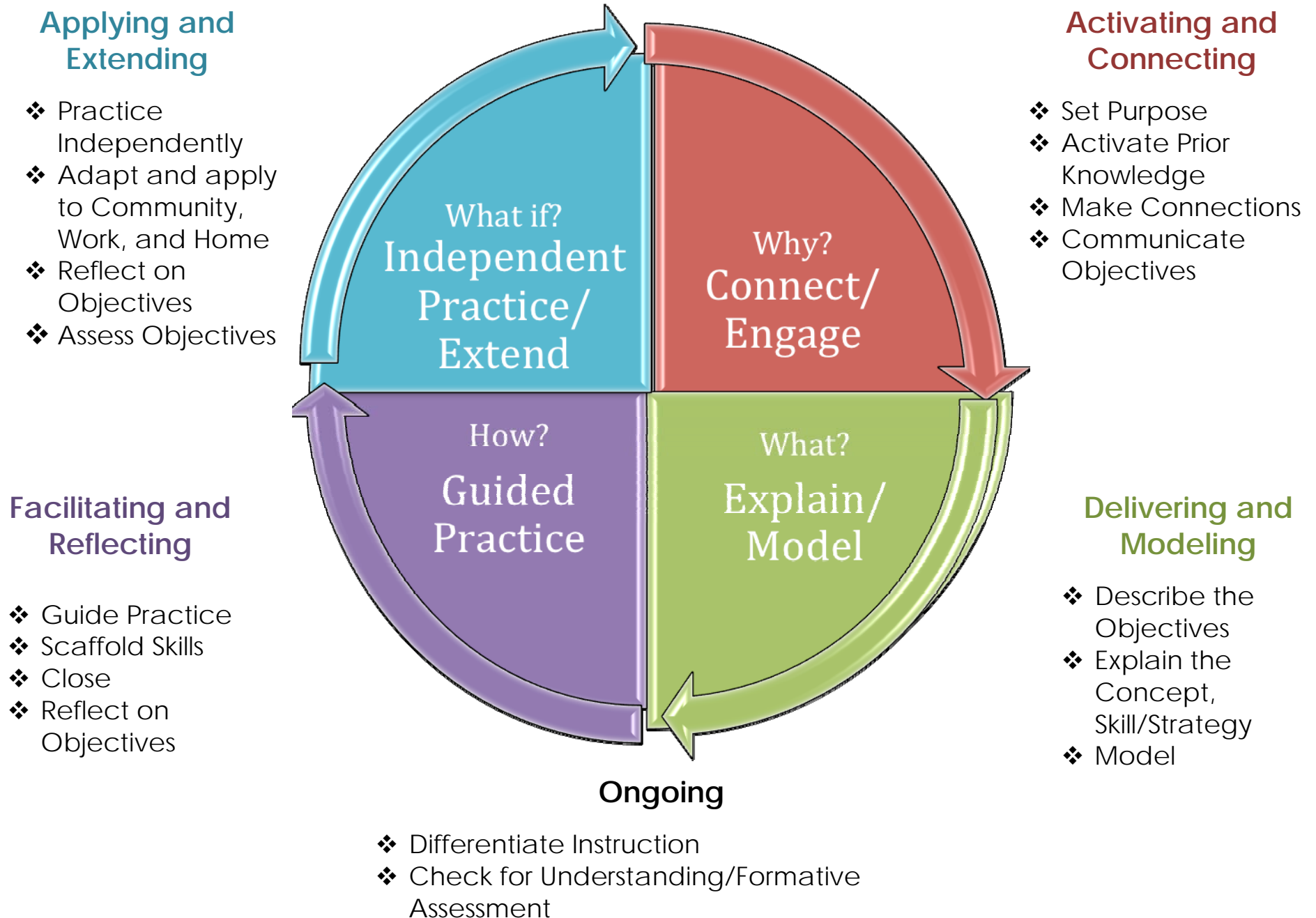
- VI. They address specialized vocabulary, background knowledge, and prerequisite skills required for mastery of the subject matter.
- VII. They break complex skills or bodies of information into components. They teach each component systematically and in sequence and then synthesize components so students are aware of the whole.
- VIII. They model skills and concepts, gradually withdrawing support as students become capable of independent performance. They offer multiple practice and application activities that juxtapose different examples with the same defining features, so that students can generalize and learn to distinguish “same or different” for new examples; and develop opportunities for learning transfer and show inter-relationships among problems, including giving students ample opportunity to solve structurally similar problems.
- IX. Instructors follow assignments with reflection or debriefing activities. They provide closure by reviewing all points, drawing the ideas together, and previewing the next lesson. They encourage students to reflect on what they learned, how they will apply it, and questions they still have.

Effective lessons assess students' level of understanding during the lesson:

- X. Instructors determine that students have mastered the material before introducing new ideas. They provide detailed feedback to correct misunderstandings and reinforce learning, supplemental instruction when insufficient learning occurs, and extra learning opportunities for those ready for a further challenge.

# Strategic Teaching

Handout #4



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## Template for a Lesson Plan

Lesson: \_\_\_\_\_ Unit: \_\_\_\_\_

Standard(s):

Materials:

## Purpose of Instruction:

- ☐ What key concepts or skills will be taught?
- ☐ What objectives will I explicitly explain?
- ☐ What purpose for reaching objectives will I communicate?

## Introduction &amp; Explanation:

- ☐ How does the lesson capture students' attention?
- ☐ How does the lesson activate prior knowledge and make connections?
- ☐ How does the lesson make connections among the lesson objective(s), student interests, and previous classroom activities?
- ☐ What questions are identified to stimulate student thinking?
- ☐ How are the key skills and concepts **introduced and explained** (e.g., inductive method, mini-lecture, demonstration, notes, etc.)?

## Modeling:

- ☐ How does the lesson **model** a skill or strategy for the students (e.g., exemplars, demonstrations, discussions)?
- ☐ How are complex skills or bodies of information broken into understandable components?

## Guided Practice:

- ☐ How will students **practice** using the skill or concept targeted by the standard?
- ☐ Does the lesson gradually withdraw support as students become capable of independent performance?

## Checking for Understanding:

- ☐ How does the lesson **evaluate** students' understanding and their readiness to move forward?
- ☐ How does the instructor correct misunderstandings and reinforce learning?
- ☐ What activities are identified for enrichment and remediation?

## Reflection, Closure, &amp; Connection:

- ☐ How does the lesson engage students in **reflecting** on what they have learned?
- ☐ What is used to **draw ideas together** for students at the end?
- ☐ What lessons can be **previewed** for students that will follow as a result of this lesson?

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## Template for Lesson Study - Example

Class to be observed: Michelle N. Reading

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1. Goal of the Lesson Study group: Improve students' ability to write a well-constructed paragraph about what they read:

Writing well-constructed paragraphs based on what one has read is an important study and life strategy, yet writing to sources has proven quite difficult for our students. It requires them to summarize the main points and supporting details, eliminate insignificant information, generalize information or draw conclusions, and use clear, concise language to communicate the essence of the information. With practice, students can use these skills to clarify their thinking about content and help them monitor their understanding of the information they've read. Translating what one reads into writing increases student learning. It is also a skill that will often be called on in a variety of careers.

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2. Unit of instruction:  
Unit 2, Key Ideas and Details
- 

3. Name and objectives of the lesson being studied:

Name: "Tackling Texts"

Objectives:

- Develop skill at summarizing main points and supporting details of notification text
- Know and apply elements of writing a well-organized paragraph
- Practice discerning the meaning of poetry
- Understand how to use context clues to determine unknown vocabulary
- Lesson relates to the unit (and standards) in the following ways:

The lesson relates to the unit "Key Ideas and Details" by focusing on students determining both the meaning of words and phrases as well as the overall meaning of a text—the main points and support details.

The lesson includes reading nonfiction texts as well as poetry, providing opportunity for students to draw comparisons about different genres of

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texts and to use their understanding of those characteristics to interpret different kinds of texts. Students continue to review and practice learned reading strategies as well as review parts of a paragraph. They will then practice writing a well-organized paragraph based on their review.

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4. Lesson relates to the Lesson Study goal in the following ways:

Using writings by and about Langston Hughes, students practice their ability to draw meaning from what they read, summarize main points and supporting details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information in their own words.

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**Workshop Lesson Study Lesson Plan**  
**Reading Lesson**

**Tackling Texts**

**Langston Hughes Poem**

Before reading the poem, discuss the following with a partner:

1. What is hope?
2. What are some things you hope for?
3. What would you do without hope?

**Hope**

Sometimes when I'm lonely,  
Don't know why,  
Keep thinin' I won't be lonely  
By and by  
Langston Hughes

After reading the poem discuss the following with a partner:

1. What does lonely mean to you?
2. Did Langston Hughes write his poem in complete sentences?
3. Explain. Did he use proper spelling and punctuation? Explain.

**Langston Hughes Paragraph**

Langston Hughes was one of the most influential African American writers during the Harlem Renaissance. He was born James Mercer Langston Hughes on February 1, 1920 in Joplin, Missouri. His parents separated when he was very young. As a lonely child, he turned to books for comfort. Hughes published his first poems in high school and went on to publish his writing until his death in 1967. Many would argue that Hughes is one of the most important writers of the Harlem Renaissance.

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## Selected Poems of Langston Hughes

### Dream Deferred

What happens to a dream deferred?  
Does it dry up  
like a raisin in the sun?  
Or fester like a sore-  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over-  
like a syrup sweet?  
Maybe it just sags  
like a heavy load.  
Or does it explode?  
Langston Hughes

### Still Here

I been scared and battered.  
My hopes the wind done scattered.  
Snow has friz me,  
Sun has baked me,  
Looks like between 'em  
Stop laughin', stop lovin', stop livin'-  
But I don't care!  
I'm still here!  
Langston Hughes

## Websites on Langston Hughes and the Harlem Renaissance

[http://artsedge.kendy-center.org/exploring/harlem/faces/hughes\\_text.html](http://artsedge.kendy-center.org/exploring/harlem/faces/hughes_text.html)

<http://postes.org/pages.php/prnID/323>

<http://www.si.umich.edu/CHICO/Harlem/>

<http://teachlink.edu.usu.edu/tlresources/units/Byrnes-famous/hughes/html>

## LESSON PLAN – Example

### LESSON STUDY: TACKLING TEXTS

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#### Lead Standard(s):

The learner will summarize the **main points** and **supporting details** of a text.

The learner will recognize paragraph structure rules to:

- a) Identify the main idea and supporting details.
- b) Properly place a topic sentence in a paragraph.

The learner will recognize paragraph development rules to:

- a) Determine proper placement of transitions to maintain logical flow of ideas, sentences, or paragraphs.
  - b) Remove, revise, or edit sentences that do not contribute to the coherence of the paragraph
  - c) Combine related ideas into one effective paragraph
  - d) Divide documents into appropriate paragraphs.
- 

#### Connecting Standard(s):

The learner will draw conclusions based on evidence presented.

The learner will interpret **figurative language, symbols, and imagery**.

The learner will determine the meaning of unfamiliar words through context.

The learner will write an essay to:

- a) Demonstrate control of sentence structure.
  - b) Observe the conventions of **Edited American English**.
  - c) Exhibit varied and precise word choices.
- 

#### Purpose of Instruction:

Key lesson objectives (key concepts and skills):

- Develop skill at summarizing main points and supporting details of nonfiction text
- Know and apply elements of writing a well-organized paragraph
- Practice discerning the meaning of poetry
- Understand how to use context clues to determine unknown vocabulary

Lesson objectives to communicate to students:

- Review and practice reading strategies
- Discuss the life and poetry of Langston Hughes

- Review parts of a paragraph and write a paragraph about Langston Hughes

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**Materials Needed:**

- Handouts: America's Story: Langston Hughes, Hope, Context Clues, Selected Poems of Langston Hughes, Websites on Langston Hughes and the Harlem Renaissance
- Cut Langston Hughes Paragraph into sentences, one bag per pair; one answer sheet per student
- Copies of Langston Hughes poems

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**Introduction and Explanation:**

- Begin lesson by asking a series of questions:
  - What is a book genre?
  - Is poetry a genre?
  - Do you ever read poetry?
  - What is the author of a poem called? [a poet]
  - What poets do you read?
  - Have you heard of the poet named Langston Hughes?
  - Where's Harlem?
  - What was the Harlem Renaissance?
- Remind students of studying literary genres in previous lessons.
- Use the poetry of Langston Hughes as a way to interest students.
- Explain key skills through mini-lecture about the background of Langston Hughes, questions and answers, and class discussion.

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**Modeling:**

- Prompt discussions with questions.
- Read poems and factual information about Langston Hughes and discuss in pairs and then as whole group
  - Provide additional scaffolding for reading by giving students some prompts as they read Hughes' poetry:
    - What is hope?
    - What are some things you hope for?
    - What would you do without hope?
  - After reading the poem, provide additional prompts:
    - What does feeling lonely mean to you?
    - Did Langston Hughes write his poem in complete sentences? Explain. Did he use proper spelling and punctuation? Explain.

- Provide background on the Harlem Renaissance and Langston Hughes.
- Review reading on Langston Hughes and ask students various questions.

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**Guided Practice:**

1. Handout *Hope*. Have learners complete handout in pairs. The class discusses answers. Instructor explains that the genre of poetry does not always follow the rules of writing.
2. Review writing processes and parts of a paragraph. In pairs, learners will put the sentence of Langston Hughes Paragraph in order. Pass out answer sheet.
3. Ask students to write paragraphs on Langston Hughes.
4. Review how context clues can help learners figure out unknown vocabulary. Have learners complete *Context Clues* Handout.
5. PreGED pp. 206-208
  - a) Read the questions on pp. 208, discuss highlighting information.
  - b) Instructor reads paragraph by paragraph, learners discuss with a partner, then class as a whole discusses.
  - c) Assign pp. 208 for homework (remind learners to re-read first).

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**Independent Performance:**

- Ask students to write paragraphs independently about what they have learned or feel about Langston Hughes based on what they have read. Then ask students to share their topic sentences and, later, share their concluding sentences.

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**Evaluation of Student Understanding:**

- Move around the room to check on student work.
- Ask students to read passages and then ask questions, such as:
  - What did you find out about Langston Hughes?
  - Why was he lonely?
  - What important time era was he involved in?
- Review student paragraphs and provide feedback to individuals and to groups of students as they read parts of their paragraphs aloud.

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**Enrichment:**

- Additional Poems of Langston Hughes
- Websites on Langston Hughes and the Harlem Renaissance

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**Reflection, Closure, and Connection:**

Ask students to add to their reflection folder by writing one fact they learned about Langston Hughes.

Go over homework assignments.

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## **Translating Standards into Curriculum and Instructions: The Lead Standards Approach**

### **Conducting a Lesson Study Debrief for Lesson Plan Revision**

August 4, 2010

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#### **Standards**

Suggested Revisions:

- The standards that were cited and the ones that were covered were different. (For example, the students were not given the opportunity to read the paragraph and summarize it, rather the paragraph was read to them)
- Specify the standards that will be covered in the beginning of class to familiarize students with standards—phrase them in words that make sense to the students if the language of the actual standard is too technical, etc.
- Post the standards on the board, and leave them up there for the whole lesson.
- Target standards more throughout the lesson.

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#### **Purpose of Instruction**

Suggested Revisions:

- Using the poems as the reading selections is a little distracting. Focus on reading paragraphs and summarizing what is in them, rather than the constructs of poetry.
- Focus on how what we are doing in the class session relates to what we will do for homework and then how the homework relates to the next class; focus on concepts that will be covered as well as providing the pages that will be covered.
- Address the fact that all students are not at the same level—while the reading selection was on target for some students, it might not have been for all students.
- Put the goal on the board and keep it there all day
- Explain the relevance of instruction (e.g. GED and life skills).

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## Introduction and Explanation

Positives:

- References to pre-requisite learning ("remember what?").
- The selection of a poet and the level of the poetry were appropriate for the group's reading level and the subject and the content engaged the students.
- Good explanation of what we would be doing first, second, and so on – providing a schedule, direction, road map or where we are going
- Provided explanation as to why the structure of poetry was different than other genres of writing (incomplete sentences, grammar).
- Explicit in presenting what kinds of activities the students were expected to do such as discussion of the topic, writing independently, working in pairs, etc.

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## Modeling

Positives:

- Defined words and phrases, students were given opportunities to engage prior knowledge, scaffolding.
- Posed follow-up questions, higher order questioning that makes students dig deeper into the topic.
- Instructor was organized and well-prepared

Suggested Revisions:

- The paragraph the students reorganized did not demonstrate details that supported the topic sentence. Instead, use a paragraph written by an author, break it up, and ask the students to arrange it, and explain why they arranged it as they did, and then show the author's original work and ask the students why the author arranged it that way, etc.
- Provide a group writing exercise first so lower-readiness students can actively participate.
- Use the word "summary" throughout the lesson since this is the skill they are trying to develop.



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## Guided Practice

### Positives:

- Scaffolding built into the lesson and transfer of learning—students were asked to rely on prior knowledge, and were referred back to previous learning they had done in previous classes.
- Did a good job incorporating guided practice in the lesson, good mixture of approaches, such as a hands-on task for students with the sentence strips activity, writing, discussion, group, and independent activities.
- Focused on higher order questions as well.
- Instructor stopped and checked student understanding as they wrote.
- Students were given the opportunity to share their answers with the group.

### Suggested Revisions:

- Provide a long enough text so that students have an opportunity to summarize what they are reading
- Have students read text aloud or to themselves (rather than hear it) for the summarizing activity.
- Increase in-class reading opportunities and ask students to identify the topic sentences, main points, supporting details, etc., of what they have read.
- Allow students to write and read out their full paragraphs, and allow them to compare and contrast the work they created.
- Leave more space between questions and student answers (e.g. three seconds).
- Instead of focusing on writing two types of paragraphs, such as fact and opinion, target reading strategies.
- In the sentence strip activity, provide longer, richer text, and include more sentences that don't belong so that the students have to discern what sentences to keep and which to remove.

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### **Evaluation of Student Understanding**

Positives:

- Provided opportunities for students to participate in the large groups.
- Assessed all students in a one-on-one manner.

Suggested Revisions:

- Provide an activity in which students match summary statements to paragraphs to see if they can identify which statements summarize which paragraphs.
- Include different strategies to ensure student understanding of reading.
- Make connections between less and what students will see in the homework.

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### **Reflection, Closure, and Connection**

Positives:

- Good connections were made to outside resources by suggesting the websites and going to the library, etc.
- Opportunities for reflecting supported reading, writing, etc.
- Started homework in class to help students when they continue the homework on their own.
- Reflection journal is a good idea.

Suggested Revisions:

- Refer back to the standards that were covered in class in the summary/closure portion of the lesson.
- Include stronger reflection prompts for the reflection journal activity. Ask students to reflect on the skills they learned and how they connect to other parts of their lives or how they felt they did on the activities, or whether their understanding of the skills and concepts changed, etc.

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### Questions to Prompt Your Sharing:

1. What lesson planning policies are in place?
  - ◆ Are lesson plans required?
  - ◆ Is a particular format required?
2. How do your lesson plan templates measure up:
  - ◆ Against the Key Characteristics of Effective Lessons?
  - ◆ Compared to the SIA Lesson Plan Template?
3. Do you have ways to share lessons among instructors/programs?

### Observation Guidelines:

1. Support the natural atmosphere of the classroom
  - ◆ Arrive early and remain the classroom during the entire lesson to capture how the lesson is set up, its flow and conclusion.
  - ◆ Minimize your interaction with students, although contact is permitted if done discreetly and with the purpose of understanding what students are thinking and working on. Otherwise, asking questions or participating in activities can detract from your observations.
2. Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.
3. Assume the role of researcher—collecting data on the lesson—not as evaluator of the instructor.
4. Pay attention to student responses, including the level for student engagement, how students are constructing their understanding, strategies they use to solve problems, and patterns of student errors.
5. Pay attention to instructor-student interactions, including the types of student engagement.

### Debrief Guidelines:

1. Review the lesson goals and objectives.
2. Focus feedback on the lesson, *not*, the instructor teaching the lesson.
3. Give the instructor who taught the lesson the first opportunity to offer reactions to the lesson.
4. Begin with the positive.
5. Be specific and provide evidence for observations.
6. Emphasize the idea that the entire group—not just the instructor who taught the lesson—is receiving the feedback.

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**Debrief Discussion Topics:**

- Talk over observations:
  - ◆ Was the lesson goal clear?
  - ◆ Did the lesson sufficiently target the lesson goal?
  - ◆ Did the activities support achieving the goal?
  - ◆ Was the flow of the lesson coherent?
  - ◆ What did student responses or discussions indicate about what they were learning?
- Bring suggestions for improvement to whole group:
  - ◆ What worked?
  - ◆ What didn't work?
  - ◆ What could be improved?

**Revise the Lesson:**

- Given our goal, how could we strengthen the lesson?
  - ◆ Introduction and explanation of the concepts and skills?
  - ◆ Modeling the concepts and skills?
  - ◆ Guided practice?
  - ◆ Independent performance?
  - ◆ Evaluation of student understanding?
  - ◆ Reflection, closure, and connection?

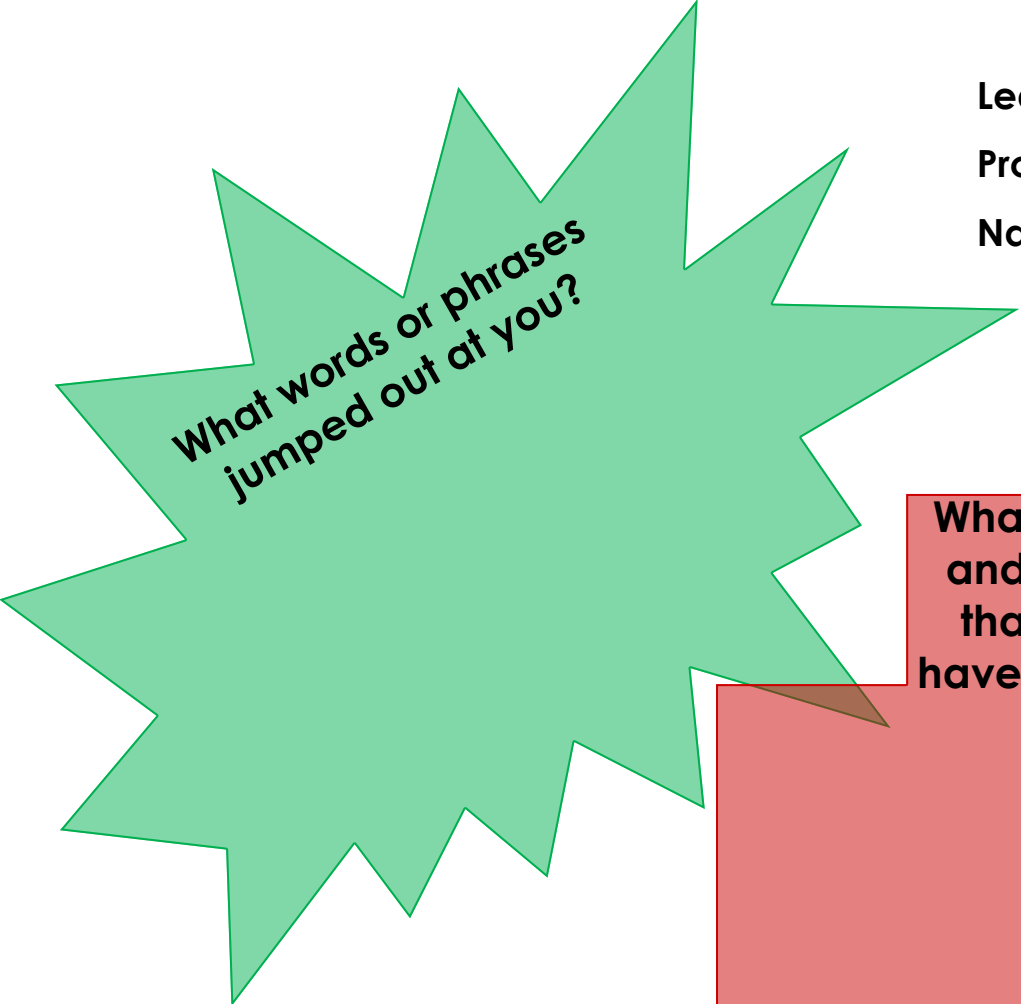
**Re-teach, Observe, and Debrief Again:**

- Select another instructor to re-teach the revised lesson.
- Observe again (making notes on the lesson plan).
- Debrief:
  - ◆ Describe the relationship between the two lessons.
  - ◆ Focus on the revisions and how they relate to the goal of instruction.
  - ◆ Report on lessons learned.

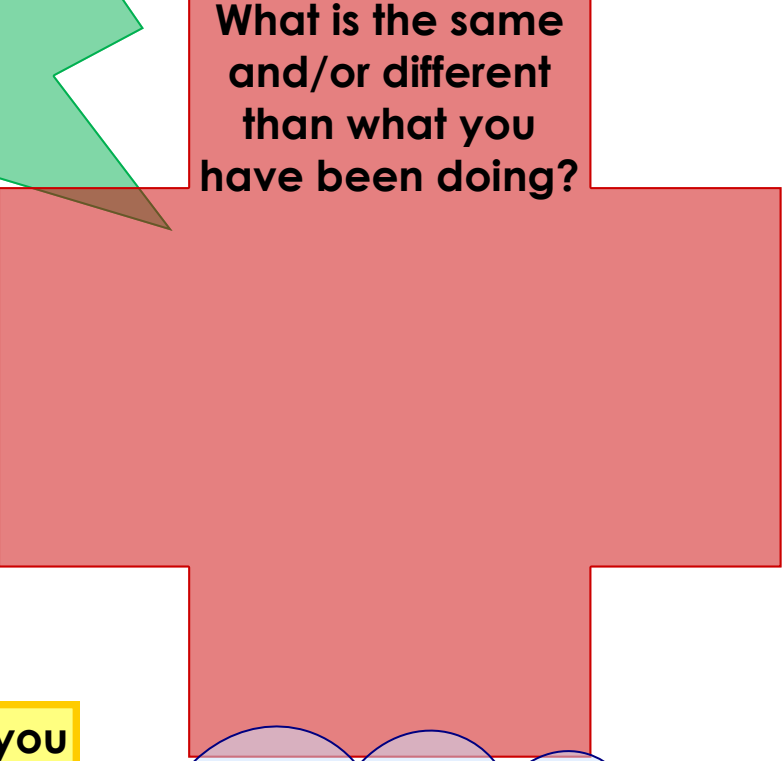
Learning Community # \_\_\_\_\_

Program: \_\_\_\_\_

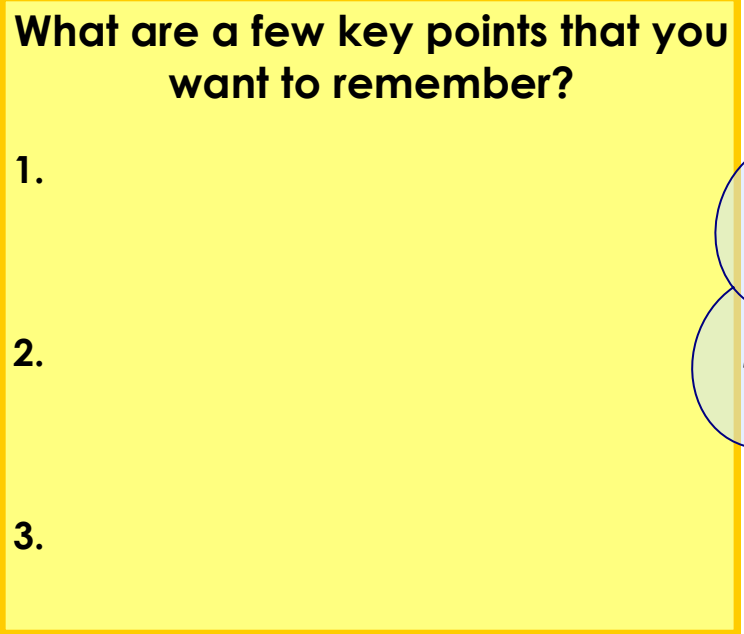
Name: \_\_\_\_\_



What words or phrases  
jumped out at you?



What is the same  
and/or different  
than what you  
have been doing?

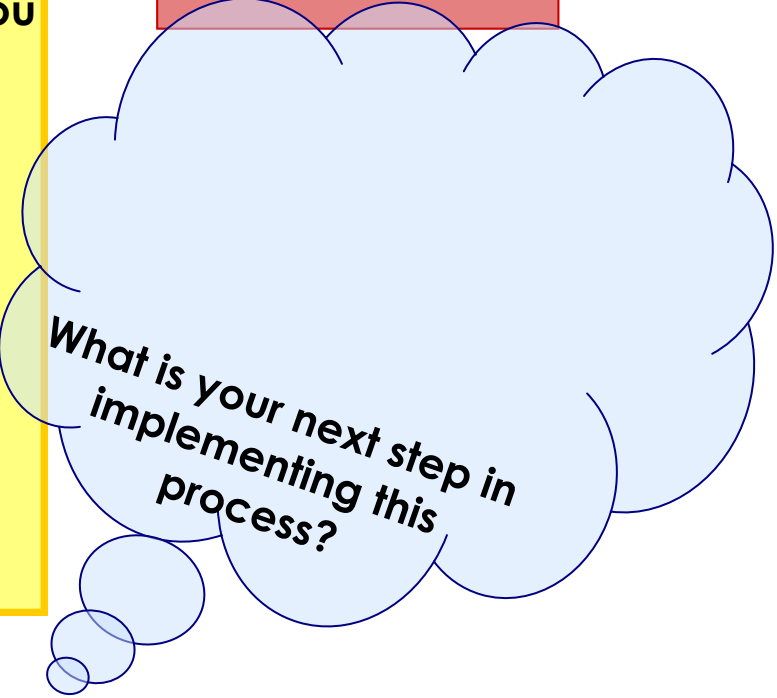


What are a few key points that you  
want to remember?

1.

2.

3.



What is your next step in  
implementing this  
process?